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ABSTRACT

Background characteristics of agriculture students at Western Kentucky University (WKU), the factors affecting their choice of careers, their goals and expectations, and certain agriculture related attitudes were examined in 1978 in a survey of 150 randomly selected agriculture students at that university. Similarities and differences with their counterparts at the 1862 land grant universities in the South were also determined. In racial composition and citizenship, WKU students were very similar to students in land grant schools, but the proportion of female students and married students was slightly lower. Western Kentucky students were far more rural with 57 percent claiming country residence. Twenty-nine percent expected to earn a master's degree and 77 percent of these hoped to do graduate work in agriculture. Major sources of financial support by WKU students were their own savings, parents' savings, summer jobs, and part time work. Tabular data in this document summarize the responses of both groups to questions dealing with general background characteristics, high school and work experiences, people and factors deemed important in choice of agriculture as a major, financial support and educational aspirations and expectations. Tables also show occupational and income expectations, attitudes on women's rights and ecological issues, and perceptions about the field of agriculture and agriculture students. (DS)

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A PROFILE OF AGRICULTURE STUDENTS AT WESTERN KENTUCKY UNIVERSITY

A Preliminary Report on Data from Southern Regional Research Project S-114*

*Southern Regional Research Project S-114: "Defining and Achieving Life Goals: A Process of Human Resource Development."

This report was prepared by K. M. George, Associate Professor, Department of Sociology and Anthropology, Murray State University.

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A PROFILE OF AGRICULTURE STUDENTS AT WESTERN KENTUCKY UNIVERSITY

Introduction

Departments of agriculture in U.S. colleges and universities have been experiencing phenomenal growth in enrollment in recent years. A matter of considerable interest to the administrators and the faculty of agricultural schools, besides the sheer increase in enrollment, is the fact that the new agriculture students are in some significant ways different from agriculture students of the past. Increasingly, a much higher proportion of the new students are female and urban-born and they appear to be preparing themselves to enter into agriculture-related occupations rather than preparing themselves to enter into agriculture as a way of life.

The shift in the kind of students coming to the field of agriculture is bound to have important implications not only for the schools where they are to be trained but also for larger issues of manpower and food production. The farm population in the U.S. has been declining steadily in number since World War II. But our need or obligation to produce larger and larger amounts of food has not been declining but increasing all along. Therefore, the changes talking place in schools of agriculture are not only of significance to the school itself or the state in which the school is located but they are tied to the future well-being of the nation and the world.

In this changed context, it is a matter of theoretical and social policy relevance to know who are the new agriculture students, what are their characteristics, and what are their aspirations for the future. Further, the

training of agriculture students in the U.S. has been traditionally a responsibility of the land grant colleges. However, regional state universities and private institutions of higher education are also involved in providing agriculture-related education to their students. This shared responsibility of educating agriculture students may also have implications for the kind of students the two systems of instruction attract.

The purpose of this paper is to report in broad outline the findings of a study of agriculture students at Western Kentucky University. This study was carried out as part of a larger research effort by the southern land grant institutions under the title "Southern Research Project S-114" ("Defining and Achieving Life Goals: A Process of Human Resource Development"). The major objective of this research was to obtain a better understanding of the reasons why students select agriculture as their major as well as to study the factors related to their career choices. This report presents the results of that portion of the general survey which describe the characteristics of agriculture students at Western Kentucky University. In addition, this report attempts to show some of the similarities and differences between agriculture students at Western Kentucky University, a non-land grant regional state university, and their counterparts attending the 1862 land grant universities of the south*.

Data for this study were collected during the spring and summer of 1977 through a mailed questionnaire. The sample for the Western Kentucky University agriculture students was drawn from a list of all students majoring in agriculture during the 1977 spring semester. To ensure a reasonable sample size, 150 students were randomly picked from the list. The sample for the land

*1862 Land grant Colleges: Arkansas, Auburn, Clemson, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, Tennessee, Texas A&M, Texas Tech, Virginia.

grant institutions was drawn from similar lists of agriculture students in the different universities. From these lists a fifteen percent random sample was drawn. Two mail follow-ups and one direct contact were used to improve response rates. The overall response rate for agriculture students at Western Kentucky University was 78 percent (N=116), a somewhat higher response rate than that for the land grant schools. The questionnaire contained a variety of questions related to the students' social background, educational experiences, and career orientations.

In this report comparisons are made between the Western Kentucky sample and the 1862 land grant schools sample (N=2535). The areas of interest covered in this report are: 1) general background characteristics of the respondents; 2) high school characteristics; 3) work experiences; 4) people deemed influential in respondents' selection of his/her major; 5) things deemed important by the respondent in choosing his/her college major; 6) goals and expectations; and 7) selected agriculture-related attitudes of the respondent. Results are presented in percentage form.

General Background Characteristics (Table 1)

An examination of the general characteristics of the study population shows that Western Kentucky University agriculture students, while sharing certain characteristics with their counterparts in the southern land grant institutions, differ from the latter significantly in a number of other characteristics. In racial composition and citizenship, Western Kentucky University students are very similar to the students in the land grant schools. About 95 percent of Western Kentucky University agriculture students are citizens of the United States. The proportion of female students at Western

Kentucky University is slightly lower than that of the land grant schools. Only one in four Western Kentucky University students is a female. Additionally, a lower proportion of Western Kentucky University students are married, about 6 percent less than agriculture students in the land grant universities.

Some significant differences exist between the two groups of students in their residence background and types of communities in which their parents were raised. Western Kentucky University students and their parents are far more rural than their counterparts in the land grant universities. Farm or open country residence was claimed by approximately 57 percent of the Western Kentucky University students, a proportion twice as great as that of the land grant schools. Equally significant is the fact that the number of Western Kentucky University students whose parents were raised on the farm or in the open country was almost 22 percent greater than students in the land grant institutions. Western Kentucky University students reported that well over 65 percent of their fathers and mothers were raised on a farm or in the open country. Current residence of parents of Western Kentucky University students has remained more rural. Fifty-six percent of the parents of Western Kentucky University students live on a farm compared with 24 percent of the parents of the students attending land grant universities.

On the point of parents' average yearly income and their educational attainment, Western Kentucky University students have a significantly greater representation at the lower ends of the scales than do their counterparts in the study population. About 24 percent of the Western Kentucky University students report their parents' income to be below $10,000 per year, and the range of income of about 24 percent of this group is between $10,000 and $15,000 per year. Also, noteworthy is the fact that almost 27 percent of the fathers and 28 percent of the mothers of Western Kentucky University students have had less than 12 years of schooling.

On political orientation, Western Kentucky University students and their parents are somewhat less liberal than their counterparts in the land grant schools. It is interesting to note, however, that Western Kentucky University students are significantly more liberal than their parents. About 25 percent of Western Kentucky University students consider themselves liberals but only seven percent of their parents are considered to be liberal, by their children.

High School Background (Table 2)

Western Kentucky University students shared with their counterparts in the land grant universities a number of characteristics with respect to secondary education. However, in some areas of interest, Western Kentucky University students appear to vary from the students in the land grant schools. A much higher proportion of Western Kentucky University students reported that the high schools from which they graduated offered courses in agriculture: twice as many Western Kentucky University students as land grant school students reported taking these courses. Among the Western Kentucky University students who said that their decision to major in agriculture was influenced by some course offered in high school, approximately 70 percent said it was an agriculture course. A lower proportion of land grant university students were similarly influenced.

In general, participation rates in high school activities were similar for Western Kentucky University students and the land grant school students. However, in certain categories of activities, Western Kentucky University students had a slightly higher participation rate. The difference between the two groups of students is particularly noticeable in agriculture-related

activity groups such as 4-H, FFA, FHA, and other vocational clubs.

Work Experience (Table 3)

The figures show that Western Kentucky University had a significantly larger percentage of students reporting work experience on a farm; however, the proportion of Western Kentucky University students reporting nonfarm work experience was slightly lower than that of the land grant schools. Nearly 80 percent of the Western Kentucky University agriculture majors stated that they worked on their parents' farm. Seventy percent of the students also said that they worked as hired employees on other farms or ranches.

People Deemed Important in Influencing Choice of Major (Table 4)

Parents were most influential in the respondents' choosing agriculture as their major for both groups of students in this study. Slightly more than 70 percent of Western Kentucky University students mentioned parents' influence. A higher percentage of Western Kentucky University students cited the influence of other individuals; college teacher or advisor (50 percent); other relative (42 percent); vocational agriculture teacher (39 percent); and college friend (38 percent). Among other persons deemed influential by students in this survey were high school friends, high school teachers, veterinarians, and former students.

Things Deemed Important in Choosing Major (Table 5)

The primary reason that both Western Kentucky University students and the other students in the study chose their present major was to prepare for a career. Over 98 percent of the respondents mentioned career preparation

as "very important" or of "some importance." The second most important reason indicated by both groups of students was "preference for country life." Eighty-four percent of Western Kentucky University students checked this item whereas 77 percent of the land grant university students gave "preference for country life" as a reason for choosing this major. The promise of a good income played an important part in the students' choice of major. Seventy-eight percent of the Western Kentucky University students and 58 percent of the other students indicated "to insure good income" as a factor in their decision. A desire to help others also figured prominently in their decision to choose agriculture as a major both for Western Kentucky University and the other students. A much higher proportion of Western Kentucky University students credited their successful experience in agriculture as "important" or "very important" in selecting agriculture as their major. Other factors, such as "had a course related to this in college," "had a course related to this in high school," and "my family thought it would be best" were listed by both groups of students as having some, but less, importance in their choice of major. Forty-nine percent of the Western University students and 43 percent of the other students in the survey considered a factor or factors not listed in the questionnaire as "very important" in the choice of their present major.

Membership in College Organizations (Table 6)

An examination of the organizational membership of agriculture students indicated that individuals in both study populations participate in numerous college organizations. A higher proportion of Western Kentucky University students have membership in agriculture-related organizations than do students from the other schools. Twenty-three percent of Western Kentucky University

students participate on judging teams compared to only 13 percent of the other students, and 19 percent of Western Kentucky University students have membership in college 4-H, FFA, and or FHA compared to only 9 percent of the students from land grant universities.

Sources of Funds for College Education (Table 8)

Students in the survey reported a number of sources of funding for their college education. The major sources of financial support cited by Western Kentucky University students are their savings, parents' savings, summer jobs, and part-time work while in college, in that order. Students from the other institutions indicate parents' savings, summer jobs, their own savings, and part-time work in college, in that order, as the major sources of financial support. Interestingly, a higher proportion of Western Kentucky University students depend on scholarships and student loans and grants for their education than do their counterparts in the other schools. Thirty-five percent of Western Kentucky University students list scholarships as a source of their funds. A somewhat equal proportion list student loans and grants as sources of their financial support for college education.

Goals and Aspirations

Educational goals of Western Kentucky University students are somewhat higher than that of the other students in the study. A slightly higher proportion of Western Kentucky University students wish to obtain professional degrees and a doctoral degree than do students in the land grant schools. When asked how much education they expect to obtain, the response of both groups of students suggest that they may, of necessity, have to settle for less than

what they wish to have. Ten percent of the Western Kentucky University students surveyed expect to discontinue their schooling before obtaining a bachelor's degree. Only 14 percent believe it possible for them to obtain a professional degree, and less than four percent expect to earn a doctoral degree. A higher proportion of Western Kentucky University students expect to complete a master's degree than do students from the other schools. Twenty-nine percent of Western Kentucky University students expect a master's degree (Table 10), and 77 percent of them hope to do their graduate work in agriculture. Furthermore, about half of those planning on graduate work expect to remain at their present university to complete their studies.

Farming Plans and Residential Preference (Table 11)

Western Kentucky University students who expect or foresee the possibility of inheriting a farm represent a somewhat higher proportion than their counterparts in the land grant institutions. Nearly one-fifth of the sample expect to inherit a farm, and 41 percent foresee the possibility of inheriting one. More significant, however, is the difference between the two groups in their expectations to own a farm alone in the future. The percentage of Western Kentucky University students expecting to "own a farm alone" is more than twice as great as that of the land grant university students. Sixty-seven percent of the Western Kentucky University students expect to own a farm alone.

Selected Attitudes

Respondents were given seven statements on women's issues in order to determine their views on that subject. The Western Kentucky University students are slightly more traditional in their views of the roles of women

than are the other students in the study. The view that "it is alright for a woman to work but her real fulfillment in life comes with motherhood" is held by 39 percent of Western Kentucky University students as compared to 34 percent of the land grant university students. A slightly higher proportion of Western Kentucky University students expressed agreement with the statement "I would feel uncomfortable if my supervisor at work were a woman."

The study groups in the survey share similar attitudes concerning ecological issues. Only a small proportion (15 percent) of Western Kentucky University students feel a greater importance in strip mining providing energy than in keeping the country side in its natural condition. The role of government in ecological issues is accepted by a much larger percentage of the students in the sample (Table 14).

The respondents' perception about the field of agriculture is a positive one. They believe that good career opportunities exist in agriculture and that agriculture is not a declining industry. They disagree that most work in agriculture can be done by people with very little education (Table 15).

Finally, Western Kentucky University agriculture students perceive themselves as more sure of what they want in life and more willing to accept new and unusal ideas than their counterparts in the land grant schools and all non-agricultural students. In addition, the view that agriculture students are more friendly and helpful to other people than non-agricultural students is shared by 59 percent of Western Kentucky University students and 55 percent of the others in the study (Table 16).

Table 1. General background characteristics of respondents (Percentages).

	All 1862 Schools	Western Kentucky University
1. Sex	N=2533	N=116
Male	72.8	74.1
Female		
2. Racial/Ethnic identity	N=2519	N=116
White/Anglo	94.8	94.8
Other	5.2	5.2
3. Country of Citizenship	N=2526	N=114
USA	97.4	100.0
Other	2.6	--
4. College Classification	N=2525	N=116
Freshman	18.2	27.6
Sophomore	21.5	24.1
Junior	26.5	23.3
Senior	31.5	22.4
Graduate/other	2.2	2.6
5. Marital Status	N=2516	N=115
Single	85.2	91.3
Married	13.5	8.7
Separated/Divorced	1.3	--
6. Place where respondent lived most of his/her life	N=2525	N=115
Farm/ranch	19.8	49.6
Open country	8.4	7.0
Small town	13.8	9.6
City, 10,000-49,999	20.9	25.2
Metro	37.2	8.6
7. Place where respondent's father was raised	N=2505	N=116
Farm/ranch	33.4	60.3
Open Country	10.7	6.0
Small town	19.3	9.5
City, 10,000-49,999	14.3	19.9
Metro	22.3	4.3

(continued)

Table 1. (Continued) General background characteristics of respondents.

	All 1862 Schools	Western Kentucky University
8. Place where respondent's mother was raised	N=2487	N=114
Farm/ranch	26.7	50.9
Open country	10.7	11.4
Small town	23.0	13.2
City, 10,000-49,999	29.3	22.8
Metro	10.2	1.7
9. Parents' current residence	N=2518	N=115
Farm	24.6	55.6
Non-farm	75.4	44.4
10. Parents' farming status	N= 907	N= 69
Full-time farmers	33.3	43.5
Part-time farmers	48.4	49.3
Non-farmers	18.3	7.2
11. Parents' average yearly income	N=2215	N=101
Less than $10,000	10.0	23.7
$10,000 to $14,999	16.4	23.8
$15,000 to $19,999	16.4	19.8
$20,000 to $49,999	47.8	27.7
$50,000 and over	9.4	5.0
12. Father's educational attainment	N=2491	N=113
Less than 12 yrs.	12.2	26.6
High School graduate	21.4	27.4
Post-secondary training	21.8	17.7
College graduate	25.9	13.3
Graduate work	18.0	15.0
13. Mother's educational attainment	N=2477	N=113
Less than 12 yrs.	8.2	28.3
High School graduate	33.2	34.5
Post-secondary training	28.8	21.3
College graduate	21.4	8.8
Graduate work	7.6	7.1
14. Respondent's political orientation	N=2416	N= 97
Conservative	31.5	32.0
Moderate	40.3	43.3*
Liberal	28.2	24.7

(continued)

*Includes don't know.

Table 1. (Continued) General background characteristics of respondents.

	All 1862 Schools	Western Kentucky University
15. Father's political orientation	N=2384	N= 97
Conservative	56.0	52.8
Moderate	37.0	41.8*
Liberal	7.0	5.5
16. Mother's political orientation	N=2397	N= 88
Conservative	50.6	46.6
Moderate	40.6	46.6*
Liberal	8.8	6.8

*Includes don't know.

Table 2. High School background characteristics of respondents (Percentages)

		All 1862 Schools	Western Kentucky University
1.	High School GPA	N=2535	N=115
	A	27.4	23.5
	B	54.1	53.9
	C or below	18.5	22.6
2.	Were agriculture courses offered in respondent's high school?	N=2505	N=113
	Yes	47.6	66.4
	No	48.3	33.6
3.	Did respondent take any agriculture courses in high school?	N=2493	N=115
	Yes	23.2	45.2
	No	76.8	54.8
4.	Were home economics courses offered in respondent's high school?	N=2494	N=114
	Yes	90.3	94.7
	No	7.6	5.3
5.	Did respondent take any home economics courses in high school?	N=2488	N=115
	Yes	17.6	24.3
	No	82.4	75.7
6.	Did one course in high school, more than any other course, influence respondent's decision to major in agriculture or home economics?	N=2531	N=115
	Yes	23.6	40.0
	No	76.4	60.0
7.	If "yes," was this course in	N= 579	N= 46
	Agriculture	36.1	69.6
	Home Economics	-	-
	Biological Sciences	54.8	30.4
	Physical Science	-	-
	Other	9.1	-

(continued)

Table 2. (Continued) High School background characteristics of respondents.

	All 1862 Schools		Western Kentucky University	
8. High school activities in which respondent participated:				
Athletic teams	N=2459	40.9	N=105	37.1
Intramurals	N=2147	40.4	N= 98	36.7
Cheerleading	N=2053	17.9	N= 93	31.2
Debate, Drama, Chorus, Band	N=2100	34.2	N=89	39.3
Hobby clubs	N=2067	21.2	N=88	20.5
Honorary clubs	N=2160	33.3	N= 91	26.4
Newspaper/yearbook	N=2125	20.4	N= 90	20.0
Subject matter clubs	N=2157	36.7	N= 96	40.6
Student Government	N= 2167	20.3	N= 92	32.0
4-H	N=2049	12.0	N= 91	22.0
FFA	N=2071	9.0	N=100	30.0
FHA	N=1937	3.9	N= 82	11.0
Other Vocational clubs	N=2004	10.5	N= 87	17.2

Table 3. Agricultural and non-agricultural work experiences of respondents (Percentage).

	All 1862 Schools		Western Kentucky University	
Type of work-experience:				
Farms or ranch work on home farm	N=2303	47.0	N=112	79.5
Farm or ranch work elsewhere as a hired employee	N=2285	47.2	N=107	70.1
Other agriculture-related work	N=2263	58.2	N=101	63.4
Home economics related work as a hired employee	N=2089	5.1	N= 95	1.1
Other work experiences	N=2381	88.2	N=102	77.5

Table 4. People deemed "very influential" or of "some influence" in helping respondent to choose his/her college major. (Percentages).

	All 1962 Schools				Western Kentucky University			
		Very Influential +	Some Influence =	Total Influence		Very Influential +	Some Influence =	Total Influence
Mother	N=2487	13.2	47.2	60.4	N=114	26.3	46.5	72.8
Father	N=2475	21.9	43.6	65.5	N=114	36.8	39.5	46.3
Brother	N=2292	5.6	16.1	21.7	N=106	13.2	19.8	33.0
Sister	N=2320	2.0	14.5	16.5	N=109	7.3	17.4	24.7
Other relative	N=2426	7.5	21.4	28.9	N=107	12.1	29.9	42.0
High School friend	N=2425	4.7	20.4	25.1	N=109	9.2	25.7	34.9
High School counselor	N=2419	2.6	13.6	16.2	N=108	9.3	12.0	21.3
County Extension Agent	N=2410	2.3	7.6	9.9	N=111	6.3	9.9	16.2
Vocational Ag. Teacher	N=2404	6.5	8.4	14.9	N=110	27.3	11.8	39.2
Home Economics Teacher	N=2380	0.5	1.9	2.4	N=106	1.9	1.9	3.8
Other teacher or principal	N=2400	5.7	16.1	21.8	N=107	10.3	22.4	32.7
College friend	N=2422	10.1	24.4	34.5	N=106	14.2	23.6	37.8
College teacher or advisor	N=2414	12.4	24.1	36.5	N=109	17.4	33.0	50.4
Former student	N=2403	6.7	15.4	22.1	N=105	5.7	18.1	23.8
Dean or Associate Dean of Ag. or Home Economics	N=2396	3.3	8.6	11.9	N=106	0.9	4.7	5.6
Veterinarian	N=2417	8.9	12.9	21.8	N=108	9.3	17.6	26.9
Clergyman	N=2398	1.0	4.8	5.8	N=106	--	5.7	5.7

Table 5. Things deemed of "very important" or "some importance" in choosing respondent's present major (Percentages)

Things Deemed Important	All 1862 Schools				Western Kentucky University			
		Very Important	+ Some Importance	= Total Importance		Very Important	+ Some Importance	= Total Importance
Scholarship and/or financial assistance	N=2398	6.6	10.6	17.2	N=103	7.8	20.4	28.2
To prepare for a career	N=2430	72.5	22.1	94.6	N=107	79.4	18.7	98.1
To help others	N=2403	27.1	45.3	72.4	N=103	23.3	53.4	76.7
A preference of country life to city life	N=2410	47.4	29.3	76.9	N=105	59.0	24.8	83.8
Successful prior experience in agriculture	N=2386	23.3	25.2	48.5	N=104	1.9	3.8	67.7
Successful prior experience in home economics	N=2352	0.7	3.2	3.9	N=105	42.9	24.8	5.7
My friends were in this major	N=2391	2.6	13.9	16.7	N=105	3.8	17.1	20.9
My family thought it would be best	N=2397	2.4	17.6	20.0	N=103	1.9	34.0	35.9
High school teacher or advisor suggested it	N=2390	2.4	9.0	11.4	N=105	6.7	19.0	25.7
College teacher or advisor suggested it	N=2377	4.7	15.2	19.9	N=104	10.6	22.1	32.7
Had a course related to this in high school	N=2377	5.8	13.4	19.2	N=104	22.1	13.5	35.6
Had a course related to this in college	N=2379	11.9	19.5	3.4	N=105	16.2	20.0	36.2
Chance to make better grades	N=2365	2.8	13.6	16.4	N=104	2.9	27.9	30.8
It would insure a good income	N=2381	15.1	41.7	56.8	N=105	21.9	56.2	78.1
Other	N=1220	42.7	3.8	46.5	N= 45	48.9	==	48.9

Table 6. Membership in agriculture or home economics related organizations while at college. (Percentages)

	All 1862 Schools		Western Kentucky University	
Department clubs	N=2309	39.8	N= 98	31.6
Judging teams	N=2269	12.8	N= 99	23.2
Honor fraternities/sororities	N=2255	17.1	N= 97	9.3
College 4-H/FFA/FHA	N=2336	9.4	N= 97	18.6
Student agriculture or home economics council	N=2229	5.8	N= 98	7.1
Social fraternities/sororities	N=2267	15.6	N= 97	11.3
Professional societies/associations	N=2267	20.3	N= 96	12.5

Table 7. Position as a leader or officer in agriculture or home economics related organizations while in college. (Percentages)

	All 1862 Schools		Western Kentucky University	
Departmental clubs	N= 714	33.3	N= 25	40.0
Judging team	N= 217	50.7	N= 14	50.0
Honors fraternities/sororities	N= 284	22.9	N= 7	57.1
College 4-H/FFA/FHA	N= 156	55.1	N= 13	76.9
Student agriculture or home economic council	N= 100	40.0	N= 6	66.7
Social fraternities/sororities	N= 291	61.9	N= 10	90.0
Professional socieites/associations	N= 344	26.2	N= 11	45.5

Table 8. Sources of funds for college education (Percentages)

	All 1862 Schools		Western Kentucky University	
Scholarships	N=2331	26.7	N=100	35.0
Student loans or grants	N=2318	24.8	N=102	33.3
Own savings	N=2370	75.5	N=104	82.7
Part-time work while at college	N=2356	54.7	N=102	49.0
Parents	N=2412	84.5	N=103	73.8
Veterans benefits	N=2298	8.0	N=100	7.0
Spouse	N=2288	10.6	N=100	4.0
Other relative or friends	N=2291	9.9	N=100	12.0
Summer job	N=2373	78.2	N=105	72.4
Other	N=1369	13.4	N= 56	32.1

Table 9. Educational aspirations (Percentages).

	All 1862 Schools	Western Kentucky University
1. Educational goal	N=2448	N=107
Quit school before bachelor's degree	2.5	2.8
Complete work for a bachelor's degree	31.7	26.2
Complete program for a master's degree	27.2	25.2
Professional degree	21.2	25.2
Complete program for a doctoral degree	17.4	20.6
2. For those expecting to do graduate work		
Percent expecting to remain in an agriculture or home economics related concentration	N=1260 82.5	N= 66 77.3
Percent expecting to remain at their present university	N=1227 57.7	N= 64 50.0

Table 10. Educational expectations (Percentages)

	All 1862 Schools	Western Kentucky University
	N=2443	N=107
Quit school before bachelor's degree	2.9	10.3
Complete work for a bachelor's degree	57.1	3.0
Complete program for a master's degree	21.7	29.0
Professional degree	13.3	4.0
Complete program for a doctoral degree	5.0	3.7

Table 11. Farming plans and residential preference (Percentages).

	All 1862 Schools	Western Kentucky University
1. Expectation of inheriting a farm or ranch	N=2492	N=116
Definitely expect to	15.9	20.7
Some possibility of it	31.5	41.4
Definitely won't	51.8	36.2
Already inherited one	0.8	1.7
2. Expectation of owning a farm or ranch	N=2472	N=114
Yes, own alone	29.4	66.6
Yes, own with others	17.9	20.2
No	52.7	13.2
3. Residential preference	N=2497	N=115
Farm/ranch	37.9	56.5
Open country	20.1	6.5
Small town (under 10,000)	9.7	6.1
City, 10,000 to 49,999	16.9	19.2
Metro	15.5	1.7

Table 12. Income expectation on respondents' first job (Percentages).

	All 1862 Schools	Western Kentucky University
	N=2384	N=112
Under $10,000	36.7	37.5
$10,000 - 14,999	51.7	51.8
$15,000 - 19,999	7.6	7.2
$20,000 and over	4.0	3.5

Table 13. Selected attitudes of respondents on Women's Issues (Percent "strongly agreeing" or "agreeing")

	All 1862 Schools				Western Kentucky University			
		Strongly Agree	+ Agree =	Total Agreement		Strongly Agree	+ Agree =	Total Agreement
1. Women in college are more concerned with getting a husband than with preparing for a career.	N=2487	2.9	17.3	20.2	N=116	1.7	12.9	14.6
2. The husband and wife should be equal partners in the marriage.	N=2498	53.4	36.8	90.2	N=116	49.1	44.0	89.1
3. It is alright for a woman to work but her real fulfillment in life comes with motherhood.	N=2489	10.7	22.9	33.6	N=116	13.8	25.0	38.8
4. A woman who does the same work as a man should receive the same pay.	N=2502	59.6	35.9	95.5	N=116	54.3	41.4	95.7
5. I would feel uncomfortable if my supervisor at work were a woman.	N=2502	5.6	12.0	17.6	N=115	1.7	18.3	20.0
6. Women are capable of performing as well as men at work outside the home.	N=2488	23.4	37.6	61.0	N=113	13.3	48.7	62.0
7. It's allright for women to work full-time even though their children are in school.	N=2499	12.2	37.7	49.9	N=116	11.2	38.8	50.0
8. Most agricultural occupations are unsuited for women.	N=2500	3.4	20.1	23.5	N=115	4.3	19.1	23.4
9. Women should work full-time only before they have children.	N=2490	6.1	19.6	25.7	N=116	6.9	15.5	22.4

Table 14. Selected attitudes of respondents on ecological issues. (Percent "strongly agreeing" or "agreeing.")

	All 1862 Schools				Western Kentucky University			
		Strongly Agree	+ Agree	= Total Agreement		Strongly Agree	+ Agree	= Total Agreement
1. The government should be able to force farmers to adopt soil conservation practices if they have erosion problems.	N=2487	15.0	33.3	48.3	N=116	8.6	34.5	43.1
2. Greater regulation is needed on the use of chemicals in agriculture.	N=2490	20.6	36.4	57.0	N=116	14.7	38.8	53.5
3. Economic progress that results in the destruction of places of natural beauty needs to be stopped.	N=2490	35.3	39.2	74.5	N=116	29.3	39.7	69.0
4. Strip mining coal to provide energy for our country is more important than keeping the countryside in its natural condition.	N=2480	2.1	12.3	14.4	N=116	3.4	12.1	15.5

Table 15. Respondents' perception about the field of agriculture (Percentages)

	All 1862 Schools				Western Kentucky University			
		Strongly Agree	+ Agree	= Total Agreement		Strongly Agree	+ Agree	= Total Agreement
1. There are good career opportunities in agriculture.	N=2497	40.4	46.5	86.9	N=116	50.0	44.8	94.8
2. Most work in agriculture can be done by people with little education.	N=2496	1.2	11.7	13.9	N=115	0.9	8.7	9.6
3. Agriculture is a declining industry.	N=2497	3.0	5.1	8.1	N=116	1.7	3.4	5.1

Table 16. Respondents' perception about agriculture students (Percentages)

	All 1862 Schools	Western Kentucky University
1. Agriculture students are sure of what they want to do in life	N=2435	N=113
More than non-ag. students	42.5	51.3
Same as non-ag. students	55.0	45.1
Less than non-ag. students	2.5	3.6
2. Agriculture students are interested in competing for high grades	N=2438	N=112
More than non-ag. students	7.1	9.8
Same as non-ag. students	73.8	75.9
Less than non-ag. students	19.2	14.3
3. Agriculture students are interested in classical music and good literature	N=2418	N=113
More than non-ag. students	2.9	4.4
Same as non-ag. students	46.9	42.5
Less than non-ag. students	50.2	53.1
4. Agriculture students are friendly and helpful to other people	N=2431	N=113
More than non-ag. students	55.0	59.3
Same as non-ag. students	43.2	39.8
Less than non-ag. students	1.8	0.9
5. Agriculture students are willing to accept new and unusal ideas	N=2420	N=113
More than non-ag. students	16.0	21.2
Same as non-ag. students	66.7	70.8
Less than non-ag. students	17.3	8.0

(continued)

Table 16. (Continued) Respondents' perception about agriculture students (Percentages).

	All 1862 Schools	Western Kentucky University
6. Agriculture students are interested in making a lot of money	N=2432	N=113
More than non-ag. students	5.7	12.4
Same as non-ag. students	69.7	77.0
Less than non-ag. students	24.6	10.6
7. Agriculture students are tolerant of people who come from a different background	N=2432	N=113
More than non-ag. students	19.8	31.0
Same as non-ag. students	59.2	56.6
Less than non-ag. students	21.0	12.4
8. Agriculture students are seriously concerned about the state of the nation and of the world	N=2440	N=113
More than non-ag. students	29.1	33.6
Same as non-ag. students	62.1	57.4
Less than non-ag. students	8.8	8.9
9. Agriculture students are interested in having a good time at college	N=2432	N=112
More than non-ag. students	10.9	8.0
Same as non-ag. students	81.6	85.7
Less than non-ag. students	7.5	6.3